



Kayenta Primary School

Kayenta Unified District

North Highway 163, Kayenta, AZ 86033

Mailing Address: P.O. Box 337, Kayenta, AZ 86033-0337

ARIZONA
School Report Card
2001-02

Principal: Ms. Rebecca D. Mauldin

Schedule: 7:30 AM to 5:00 PM

Web Address: www.kayenta.k12.az.us

E-mail: rmauldin@kayenta.k12.az.us

Grades: Pre-K-2

2001 Enrollment: 417

Phone: (928) 697-2420 x 2423

Fax: (928) 697-2495

▼ School Overview ▼

Mission

Children are the seeds of the future. Education is the water. We are the rainmakers. Goals: Literacy. To improve every student's achievement in literacy in the area of reading, writing, language, math and computer technology. Problem Solving. To improve every student's skills in reasoning and problem solving. Wellness. To improve every student's lifelong health and fitness, self, cultural identity and ke'. We honor a cooperative effort by all stake holders in our children's education.

Organization and Philosophy

- w Traditional
- w Self-contained
- w Three-year Teacher Rotation
- w K-2 Trio Instructional Teams

School/Academic Goals

- w All students who stay in KPS for a year will make a year's progress, or more, as measured by District Assessment Plan for reading, math, writing and language. (Seventy-five percent or better on 75% of the objectives.)
- w To align our curriculum and assessment to AIMS, the Stanford 9, the Arizona Academic Standards and the Navajo Tribal Standards.
- w To improve our student's growth, development and academic achievement in Problem Solving, Health and Fitness, Cultural Identity.
- w To develop the 2001-05 KUSD #27 Improvement Plan with specific KPS components designed to support: Increase Student Achievement; Align Curriculum/Assessment; Involve Parent/Community; Cultural Heritage; Improved Technology.

Instructional Programs

- w Traditional
- w Reading and Language Block Scheduling
- w ESL/Navajo Bilingual Instruction
- w Navajo Language Classes
- w Technology-based Learning
- w On-site Special Education Pre-K-2
- w Specials: Art, Library, Health
- w ILAP Reading Intervention Program

Enrollment

| | |
|--|-----|
| October 1, 2000 School Year Student Enrollment: | 469 |
| Accepting New Students in 2001-02 Under Open Enrollment Law ¹ : | Yes |
| Number of Students Attending Under Open Enrollment in 2000-01: | 36 |

¹ Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

1 School Administrator(s)
 2 Non-certified Employee(s)
 2 Teacher(s)
 2 Parent(s)
 1 Community Member(s)
 0 Student(s)

Council Duties

w Parent Involvement
 w School Safety Issues
 w Student Discipline
 w School Improvement
 w Extracurricular Activities
 w School/Business/Community Relations

▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

| Position | Number | Position | Number |
|--------------------------|--------|--------------|--------|
| Administrator | 2.00 | Teacher | 33.00 |
| Other Professional Staff | 3.00 | Teacher Aide | 20.00 |

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

| Experience | Degree | | | |
|------------------|------------|----------|-----------|-------|
| | Bachelor's | Master's | Doctorate | Other |
| 3 or fewer years | 8 | 0 | 1 | 0 |
| 4 to 6 years | 9 | 3 | 0 | 0 |
| 7 to 9 years | 1 | 3 | 0 | 0 |
| 10 or more years | 2 | 10 | 0 | 0 |

▽ Shared Responsibilities ▽

School

KPS provides the following for the parents: Strong instructional leadership; high expectations of achievement for all students; a safe, orderly and positive climate that supports learning; a carefully developed curriculum that is appropriate to the needs of students; regular monitoring of student progress; a communication system to keep parents actively involved in their partnership with the school concerning their child's education.

Parents

The Kayenta Unified School District believes that the education of our children is in partnership with our parents. We feel it is the responsibility of the parents to provide proper clothing, nourishment, transportation and homework support. As a full partner, parents are encouraged to be proactive in their involvement in school goals and expectations, support school policies and behavior codes, and to communicate with their child and KPS on issues affecting their child's education.

▽ Transportation Policy ▽

The Kayenta Unified School District shall purchase, maintain vehicles to provide school bus transportation for children in grades K-12 living one mile or more from their school and not having public transportation. The district's boundaries extend to the Utah state line, the Apache County line, Pinon Unified School District, Page Unified School District and Tuba City Unified School District boundary lines. There are 35 bus routes covering 2,800 miles a day and 1,900 students a day.

Calendar Information

| | | | |
|--|---------------|-----------------------------|---------|
| Number of Instruction Days: | 184 | First Day of School: | 8/16/01 |
| Average Daily Instruction Time: | 6 hrs. 0 min. | Last Day of School: | 5/31/02 |

Operates on Traditional Schedule

Report Card Release Dates

| | | | |
|---------|--------|---------|---------|
| 11/2/01 | 1/5/02 | 3/29/02 | 5/31/02 |
|---------|--------|---------|---------|

Additional Calendar/Report Card Information

Resources Available at School Site

Nutrition Programs

Federal food programs available to eligible² students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

² Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

| | |
|-------------------------|----------------|
| W Gymnasium | W Computer Lab |
| W Physical Therapy Room | W Library |

Extracurricular Activities

| | |
|----------------------------|---------------------------------------|
| W KCLC Afterschool Program | W Parent/Student Turn Off TV Tuesdays |
| W Open Library Evening | W Navajo Cultural Events |

School/Community Resources

| | |
|-----------------------|-------------------|
| W Breakfast Program | W Lunch Program |
| W Counseling Services | W Head Start Site |
| W Health Services | W Adult Education |
| W Election Site | |

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

2000-01 School Achievements/Accomplishments

- | | |
|---|--|
| <p>w District Achievement Plan goal for math mastery increase at the second grade was achieved.</p> | <p>w District Achievement Plan goal for reading mastery increase at the Kindergarten and first grade level was achieved.</p> |
| <p>w District Achievement Plan goal for increase in math not attained, but the levels of mastery were maintained.</p> | <p>w District Achievement Plan goal for increase at the K-1 level in language was achieved.</p> |

Student Information: 2000-01 Student Activity Rates

| | School | Arizona | | |
|--|--------|---------|--------|--------|
| | | K-6 | 7-8 | 9-12 |
| Attendance Rate | 92.8 % | 94.8 % | 93.5 % | 94.2 % |
| Transfers Out ³ | 11.1 % | 16.2 % | 16.0 % | 20.6 % |
| Transfers In ⁴ : Within District | 0.2 % | 3.4 % | 2.8 % | 3.0 % |
| Transfers In ⁴ : Out-of-District | 1.1 % | 6.3 % | 5.9 % | 7.9 % |
| Promotion Rate ⁵ | 93.3 % | 98.7 % | 98.1 % | 94.2 % |
| Retention Rate ⁶ | 6.7 % | 1.3 % | 1.9 % | 5.4 % |
| Dropout Rate ⁷ | NA | | | 11.1 % |
| Status Unknown ⁸ | NA | | | 6.7 % |

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

³ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

⁴ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

⁵ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁶ Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

⁷ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

⁸ Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

| Award/Honor | Year |
|-----------------------------------|------|
| RIF--Reading is Fundamental Award | 1998 |
| RAISE Teacher/Aide Recipients | 1998 |
| Crimmon Foundation Reading Award | 1999 |
| Outdoor Education Project Award | 1999 |

▼ Academic Achievement Indicators ▼

The goal of the Arizona Department of Education (ADE) is to improve student achievement. Establishing excellent academic standards and incorporating them in our K-12 school curriculum is crucial to improving teaching and learning. The *Arizona Academic Standards* define what Arizona students should know and be able to do. They provide parents, teachers and students with a clear understanding of what is expected of them.

Because school accountability and reporting of student achievement data also are vital to increase student success, the purpose of the Arizona School Report Card is to provide parents with information on student progress and school performance. The norm-referenced test scores (Stanford 9) on page 6 compare the general performance of students in the same grades across the state. But to determine if students meet specific standards, a criterion-referenced test was developed. *Arizona's Instrument to Measure Standard* (AIMS) measures student performance against the criteria defined in our Arizona Academic Standards.

The state Board of Education selected the standards for reading, writing and mathematics as the basis for AIMS because they form the foundation for all other learning. AIMS will be given annually to students in grades 3, 5, 8 and high school. In the spring of 1999, the Class of 2001 started taking AIMS and will have five opportunities to demonstrate proficiency starting in grade 10. The Class of 2002 will be the first to take AIMS reading and writing as a requirement for graduation. The Class of 2004 will also take AIMS math as a graduation requirement. Students passing AIMS also must meet all school and district requirements to receive their Arizona high school diplomas. Statewide administration of AIMS for grades 3, 5 and 8 began in the spring of 2000.

Language Arts Standards

READING(*adopted by the State Board of Education July 8, 1996*)

Students learn and effectively apply a variety of reading strategies for comprehending, interpreting and evaluating a wide range of texts including fiction, nonfiction, classic and contemporary works.

WRITING(*adopted by the State Board of Education August 7, 1996*)

Mathematics Standards(*adopted by the State Board of Education August 26, 1996*)

NUMBER SENSE

Students develop number sense and use numbers and number relationships to acquire basic facts, to solve a wide variety of real-world problems, and to determine the reasonableness of results.

DATA ANALYSIS AND PROBABILITY

Students use data collection and analysis, statistics, and probability to make valid inferences, decisions and arguments and to solve a variety of real-world problems.

PATTERNS, ALGEBRA AND FUNCTIONS

Students use algebraic methods to explore, model and describe patterns, relationships and functions involving numbers, shapes, data and graphs within a variety of real-world problem-solving situations.

GEOMETRY

Students use geometric methods, properties and relationships as a means to recognize, draw, describe, connect, and analyze shapes and representations in the physical world.

MEASUREMENT AND DISCRETE MATHEMATICS

Students make and use direct and indirect measurement, metric and U.S. customary, to describe and compare the real world and to prepare for the study of discrete functions, fractals and chaos which have evolved out of the age of technology.

MATHEMATICAL STRUCTURE/LOGIC

Students use both inductive and deductive reasoning as they make conjectures and test the validity of arguments.

For more information regarding the Arizona Academic Standards, you may visit the Internet site at <http://www.ade.state.az.us> or contact Dr. Paul Young's office at (602) 542-5031.

▼ Academic Achievement Indicators ▼

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

| Grade | Content Area | 1996-1997 | | | 1997-1998 | | | 1998-1999 | | | 1999-2000 | | | 2000-2001 | | |
|-------|--------------|-----------|-------|----|-----------|-------|----|-----------|-------|----|-----------|-------|----|-----------|-------|----|
| | | % | Score | AZ | % | Score | AZ | % | Score | AZ | % | Score | AZ | % | Score | AZ |
| 1 | Reading | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 76 | 32 | 60 |
| 2 | Reading | -- | -- | -- | -- | -- | -- | 97 | 20 | 50 | 97 | 22 | 52 | 81 | 18 | 53 |
| | Language | -- | -- | -- | -- | -- | -- | 100 | 9 | 40 | 100 | 12 | 43 | 99 | 8 | 44 |
| | Mathematics | -- | -- | -- | -- | -- | -- | 100 | 24 | 51 | 100 | 25 | 55 | 99 | 16 | 57 |

▼ Measure of Academic Progress ▼

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only; therefore, no data to report.

▼ School Safety ▼

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at www.ade.az.gov/ResearchPolicy/chapps/.

School-level Efforts to Ensure a Safe and Orderly Environment for Learning

KPS is a zero-tolerance school for violence and substance abuse. We promote racial understanding and tolerance. Our staff focuses on subjects in class presentations, group and individual counselling sessions on bully, respect for self and others, building relationships with parents, teachers, peers and siblings. KPS has a Crisis Management Plan that coordinates with a district-wide plan. We expect all students to be self-disciplined while in school and after school on the KPS campus.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

1

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

| Expenditure Category | *Per Pupil Expenditures by Category | School Expenditures by Category |
|---|--|--|
| Classroom Instruction | \$2,313 | \$952,096 |
| Classroom Supplies | NDS | NDS |
| Administration | \$376 | \$154,800 |
| Support Services-Students | \$413 | \$170,173 |
| Other Support Services and Operations | \$2,026 | \$833,761 |
| Total Expenditures- All Categories 1999-2000 | \$5,128 | \$2,110,831 |

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 1999-2000 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▽ Classroom Enhancement Funds 2000-01 ▽

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

Total Amount Awarded to School District/Charter Holder \$114,160.69 [\$36.02 per Student x Enrollment (ADM)].

Trigger Fund Usage for Classroom Enhancement *

NDS

* Information is self-reported by the district and is unaudited.

▽ Contacts ▽

| | Name | Phone | Extension |
|----------------------------------|--------------------|----------------|------------------|
| School Site Council | Rebecca D. Mauldin | (928) 697-2420 | 2423 |
| Transportation Policy | Julius Young | (928) 697-2130 | |
| Community Resources | Lena Young | (928) 697-2420 | |
| School Nutrition Programs | Fred Gonzales | (928) 697-2215 | |
| Parent Organization | Mary Lisle Tucker | (928) 697-2420 | |
| Student Health/Nurse | Mabel Nez | (928) 697-2426 | |

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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